


Dereham Church Infant and Nursery School- PSHE

	Year group: Reception	Area/topic: PSHE [Changing Me"] Summer 2
<p>(Objectives from NC/ELG/Development matters)</p> <p>[<i>Before starting this theme, make sure that the RSHE letter has been sent out -see JB</i>]</p> <p>Children will be able to;</p> <p>talk about how I have changed since I was a baby.</p> <p>talk about how things might be different when I am in Year 1.</p>		

Prior learning	Future learning
<p>I can name parts of my body and show respect for my body. I can talk about some of the things my body can do and talk about ways in which I can keep my body healthy. I understand that we all start as babies, then grow into children and then adults. I can talk about how I feel about starting school and can talk about some activities I have enjoyed in Nursery this year.</p>	<p>I can name parts of my body [Ear, eye, knee, foot, finger, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg]. I can explain that we all start as babies and talk about some of the things I can do/ways that I have changed since I was once a baby. I know that we grow from babies to adults. I can talk about my memories of being in pre school/Nursery and what I have enjoyed about being in Reception this year. I can ask questions and express my feelings about moving into Year 1 in September.</p>

What pupils need to know or do to be secure

Key knowledge and skills

I can talk about how I was once a baby and talk about things that I can do now that I couldn't do when I was a baby,
I can talk about how I have grown and changed since I was a baby and that I will continue to grow into an adult.
I can talk about what I remember from pre school/Nursery.
I can talk about what I have enjoyed about being in Reception this year.
I can ask questions and talk about what I am looking forward to or concerned about when I move to Year 1 in September.

Possible evidence

Quotes from discussion
Pictures drawn by children with quotes
Photos and quotes taken during continuous provision.

Key vocabulary

Parts of body

Ear, eye, knee, foot, finger, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg.

Baby, child adult, grow, develop, change, same/different, memories,

Common misconceptions	Books linking to this area
<p>Children may not realise that they grow and develop very slowly [ie; clothes and shoes size, hair and nails growing, body growing taller etc].</p>	<p>"Once there were giants" "The growing story" "Grandma's quilt"</p>
Memorable first hand experiences	Opportunities for communication
<p>Visit from a mother with a baby [or babies of different ages].</p> <p>Bringing in photos of themselves as a baby.</p> <p>Look back on their Tapestry memories or on curriculum books to talk about what we did during the year.</p> <p>Make a "Reception memory" book. Can they remember their first day at school? Pre school/Nursery memories?</p> <p>Visit Year 1 and talk to the teachers. Ask questions and talk about what Year 1 will be like.</p>	<p>Circle time discussion During continuous provision During drama activities Singing together</p> <p><u>Songs</u> "Grow" https://youtu.be/hohD7WSRxIs "change and grow" ["out of the ark" music]. https://youtu.be/jDAnRVgzVks</p>

DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none">simplified stepssongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none">storiesreal life experiences <p>drawing on their own experiences</p>
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none">Visual/practical activitiesbe aware of home life/experienceshave a trusted adult to talk to them	<p>Sensory and Physical</p> <p>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</p>

